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ABSTRACT

The goal of England's Peers Early Education Partnership (PEEP) is to support early communication and literacy skills and to support parents as their children's first educators through both home- and group-based programs. The program is currently offered to children under 5 years of age and their families in a disadvantaged area of Oxford. This annual report details the partnership's major accomplishments for April 2000 through March 2001, a period spanning PEEP's sixth year. The major accomplishments of PEEP are: (1) establishment of PEEP Link, which has greatly increased family contacts; (2) set up of PEEP Learning, Ltd.; (3) publication of the "Learning Together" series; and (4) publication of "PEEP Voices." Difficulties related to managing the rate of development and ensuing work pressure, securing funding to match the rate of development, and problems with premises are also discussed. Additional sections address PEEP's collaboration with Rose Hill-Littlemore Sure Start, human resources, research, dissemination and replication, and training. The report also contains the partnership's financial statement, and outlines plans for Phase 2 of the project (2000-2005). Three appendices include information on the program's trustees and management team, provide additional information about PEEP, and list PEEP's publications and contacts. (EV)

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ED 462 142

PEEP ANNUAL REPORT

April 2000 – March 2001

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1. SUMMARY

This report covers the period from April 2000 until March 2001. In this time PEEP has worked on a regular basis with 1,200 children and their families, with forty-nine mainly part-time staff. The total expenditure for the year has been £681,526, covering the following objectives:

i) Peers PEEP
ii) Collaboration, especially with Rose Hill-Littlemore Sure Start
iii) Research
iv) Dissemination
v) Replication
vi) Long-term strategic planning and fundraising

A great deal of work has been done in the fields of human resources, finance and training development to achieve these objectives.

Main new achievements in the period have been:

- establishment of PEEP Link, enormously increasing family contacts
- setting up PEEP Learning Ltd
- publication of the *Learning Together* series
- publication of 'PEEP Voices'

Major difficulties have been in relation to:

- managing the rate of development and related pressure of work
- securing funding to match the rate of development
- premises difficulties

This report of necessity includes only the main developments in all areas. A more detailed report of Peers PEEP is also available, which contains a greater range of detail and data in relation to contact with families, uptake of home visits and groups, patterns of attendance, and retention in the programme from year to year.

2. PEERS PEEP

Peers PEEP is thriving, with particular progress as follows:

- Development and introduction of major new series of publications, *Learning Together*
- Development of PEEP Link, a home visiting programme whereby *Learning Together* is made available to all families not attending groups. This enables the project to reach very many more of the most vulnerable families.
- Review and re-structuring of PEEP for 3s and 4s, now called Foundation PEEP
- An updated version of the PEEP Handbook, which documents all the policies, arrangements and systems for running Peers PEEP
- Publication of 'PEEP Voices', a diary of PEEP's development from 1995 to 2000

2.1 Peers PEEP overview

2.1.1 *Learning Together* publications

A major event of the year has been completion of the publication of the PEEP curriculum as a series called *Learning Together*. It consists of five folders, with accompanying song tapes and songbooks. There will also shortly be an audio version to accompany the folders, on CD or tape. The new publications were launched as part of Peers PEEP delivery in September 2000, leading to an ongoing process of adaptation in our practice.

We have now moved from using our home-produced photocopied 'guidelines' to the new loose leaf ring binders, full of line drawings and photographs, with the key points highlighted. The effects have been even more significant than we had predicted. One thing the new publications did was to give parents ownership of the material. Group Leaders found they needed to put less emphasis on getting the message across in group time, offering the possibility of more exploration and discussion. The new publications have also meant that now other providers working with the same families can become familiar with the material, and even - if they think it would be helpful - use it themselves.

In nursery classes and pre-school settings, the introduction of the publications has been a means of refreshing relationships with staff and encouraging a whole new wave of parental contact. About 95% of parents of children in settings have received their own copy of the relevant *Learning Together* folder. Moreover, we make sure that copies are not just given out 'cold', but that there is always what we call a 'significant conversation' about what they contain and how they can be useful.

PEEP for Threes and PEEP for Fours have been pulled together into Foundation PEEP, in line with early years development nationally. Our team of Nursery

Support Teachers has been supporting a new breadth of involvement by nursery staff with parents.

The publications have also made possible a new wave of dissemination locally, beginning with a training session for local providers in September 2000. A free set has been provided for all local centres providing services for under fives, with the offer of supporting training. The purpose of this is to make our materials and approach accessible to other local providers to use in their work with parents, leading to increased possibilities for collaboration. As an example, joint visits have been undertaken by a health centre nursery nurse, a PEEP Leader and a Sure Start Asian Family Support worker. The challenge remains of ensuring not only that the materials are accessible, but that their potential as part of day to day practice is appreciated and used where appropriate. Potentially there is great relevance for supporting speech and language development, parenting, promotion of mental health, family learning and community regeneration. There is significant overlap with the objectives of Sure Start and HOSP (EAZ), inviting collaboration.

20% of families attending groups in this year were from ethnic minority groups. Languages spoken by parents in PEEP groups included
Amaric, Arabic, Bengali, Croatian, Danish, English, German, Gujerati, Hindi, Igbo, Italian, Luo, Polish, Punjabi, Russian, Silheti, Swedish, Thai, Urdu (19 languages).

2.2 PEEP Link

The creation of the publications has also been the springboard for a major development in our delivery: PEEP Link. This is a way of offering PEEP to families who are unable or unwilling to attend groups. At its core is the principle of an annual home visit to bring the PEEP materials to families, making them relevant to the families' needs. PEEP Link is intended to complement group provision and offer flexibility of attendance over time.

Link visits have been progressively phased in over the period, level by level, beginning with a small group of Ones in Summer 2000. Uptake of visits has been very good, and there has been no decrease in acceptance of group places at baby level, which was seen as a real possibility. (We wondered whether, if parents could get all the material brought to their homes, they might think it was not worth coming to a group week after week.) Indeed, it has emerged that since the introduction of Link, a higher proportion of parents of babies are accepting a visit. It seems possible that being offered the prospect of a group *or* Link visits is more acceptable than a visitor offering only the prospect of joining a group.

Developing the administrative system to cope with the added complexities of Link, and modifying the database appropriately, has been a major piece of work. Link has also brought a new and challenging dual role for PEEP Leaders, most of whom work both in groups and as a Link visitor. (All new PEEP Leaders are

appointed on that basis now.) A lot of work has gone into providing the training and support needed. There have been some bumpy patches along the way, but over the year we have developed structures for planning and supporting this new wing of our delivery.

We found that Link developed its own momentum, bringing some unforeseen developments, including the amalgamation of our recruitment visit with the Baby Link visit. An evaluation of Link is now under way, supported by the PEEP Research Consortium and with the intention of informing planning.

2.3 Management

It has been a very busy year for the management team of six. In September 2000 the team was restructured, making a distinction between Peers PEEP management and national management, with a director for each. A new meetings structure was put into place for management of Peers and National PEEP, and also for planning training for Delivery, Centre and National purposes.

The new Human Resources Co-ordinator post was extremely welcome. Having our own in-house HR expertise has brought much progress, including a job evaluation exercise. There are new Co-ordinators (who are also Leaders) for Early PEEP (0s, 1s, and 2s) and Foundation PEEP (3s and 4s). Together with the long-standing post of the Recruitment and Community Co-ordinator, this makes a very strong team.

The management team has needed to be flexible, given the pace of change and the developmental way in which we work. Overload has been too consistent, for a variety of reasons. A sequence of in-house training sessions on management development is now under way. There has been a greater focus on monitoring and evaluation, with more focused questions of the information we collect. The whole team meets to consider the previous term's data when it has been processed. The data is then used to inform planning for the next term, beginning at about half term, and building in more concrete and measurable outcomes to assess progress in achieving our term's objectives.

The Curriculum Group has been very active. Summer Term 2000 saw a colossal push to complete the *Learning Together* series for September. This involved much text editing, some rewriting, over 100 briefs for illustrations, and organising photography days with PEEP parents and children for the illustrations for the 'Things to do at home' sections. The work of the group continued with documenting our practice for the 'Making the Most of PEEP' book, which accompanies the 'Getting Started' training we have developed for other practitioners wishing to use our materials.

It was also necessary completely to overhaul the PEEP Handbook, particularly the delivery sections, because of the introduction of Link and the Foundation Level. The Handbook has now been totally revised and is a great aid to our

practice, particularly in inducting new staff. It is also a very valuable resource when we are talking to other practitioners about what we do and how we do it.

Peers PEEP is learning to live with its new sibling, National PEEP, and National PEEP's exciting trading arm, PEEP Learning Ltd. In structural and financial terms, the relationship between Peers PEEP and National PEEP is being increasingly refined. Peers PEEP enjoys the flow of interested visitors to the project, and the Peers PEEP Leaders are now looking forward to the professional and personal development opportunities offered by the PEEP Certificate, which is being developed as part of national dissemination.

2.4 Early PEEP

Early PEEP has continued to thrive this year and there has been much to celebrate. We ran twenty-three groups, all of which were well attended. Nine groups ran at baby level, eight at PEEP for Ones and six at PEEP for Twos. We have welcomed two new PEEP Leaders to Baby level, both of whom were recruited from our team of assistants. We also welcomed a new Assistants' Co-ordinator who works with the Early PEEP Co-ordinator to support the Group Assistants.

Early PEEP has been very involved in the two major events of the year, the introduction of the new *Learning Together* folders and the introduction of Link. The introduction of the new folders has had a great impact on our delivery within groups. The presentation of information in the folders and the fact that a whole season is available at the beginning of term has increased the sense of ownership of information for parents and carers within the groups. It quickly became clear that less time was needed on getting the message across and there was therefore more time to explore what lies within the information and how it impacts on each family attending PEEP groups. Time has been invested in reflecting upon our practice and in consulting users of the project about the folders. We have continued to develop the session plans which support the delivery of the programme in groups. Level Co-ordinators have worked with their teams and with the Early PEEP Co-ordinator and Curriculum Group to update these and other materials.

There is a new format for Level Co-ordinators' meetings. Now that the project has matured, we find we need less time for administration tasks and information giving. Regular agenda items have included the PEEP Leader profile, development of resources, and ways of managing and supporting assistants. We have found that this is a useful forum in which to learn more about levels other than the ones in which we work. This enables us all to support families better as they move through the project.

The development of Link has also been a major priority in Early PEEP. PEEP Leaders have risen to the challenge of incorporating home visits into their work. Their knowledge of the curriculum and the ways in which it supports families is really valuable in the Link visits, but they have also needed to develop many new

skills and absorb a lot of new information to support this complementary but very different role. The work in this area continues to develop through a cycle of planning, implementation and review, and requires a great deal of careful support.

As the interest in PEEP grows both nationally and internationally, we have welcomed more and more visitors to groups. The feedback we have received has been very positive, and the insights and comments from some of these visitors has given us all food for thought and ideas for further development and improvement in our practice.

2.5 Foundation PEEP

With the introduction of the National Curriculum Foundation Stage for children aged three to six, it was time to bring PEEP for Threes and Nursery PEEP together under the title Foundation PEEP. This move also reflects our increasing awareness that patterns of attendance of children aged three and four are very varied and it makes sense to integrate relevant aspects of the curriculum for delivery, as often these children are found together in settings.

This has been an interesting year for Foundation PEEP. Not only has the publication of the *Learning Together* series enhanced curriculum delivery, but a more integrated approach has been developed which incorporates groups, settings and Link. Within the settings the model for curriculum delivery has become more flexible, particularly in the nursery classes, where the nursery teachers and their teams have developed individual strategies for working in partnership with parents that suit their parent body best.

Link visits for Threes are being piloted in Summer Term 2001. The Link approach is incorporated into the whole Foundation PEEP strategy, and publications are given to families via their children's settings, in the context of a wide variety of parental contacts with staff.

Overall, Foundation PEEP is thriving. Numbers attending Foundation free-standing groups are high, the profile of PEEP in the pre-schools/playgroups has increased, there has been increasingly effective use made of the non-contact time offered by the PEEP Nursery Support Teachers in the nursery classes, and the preliminary work for Link for Threes has been completed. A priority for this coming year will be the production of integrated Foundation PEEP session plans.

3. COLLABORATION: ROSE HILL-LITTLEMORE SURE START

Rose Hill-Littlemore Sure Start has enabled PEEP to develop more intensively in collaboration with other statutory and voluntary service providers. The work in this area, focusing especially on 'hard-to-reach' families, informs the rest of Peers PEEP and its strategies for dissemination and replication in a variety of ways.

This year PEEP's role as lead partner of Rose Hill-Littlemore Sure Start came to an end as the Sure Start programme's status moved to a company limited by guarantee, with membership and a Management Board. PEEP Trustees were confident in passing their responsibility to this new Board.

Sure Start work is developed within six working groups which have discrete areas of responsibility. PEEP staff members continue to sit on each working group, and each multi-agency group, together with parents, works to develop the broadest reach possible to the community, in order to meet Sure Start national and local aims, objectives and targets.

The PEEP Recruitment and Community Co-ordinator has a formal liaison role and is a member of the Rose Hill-Littlemore Sure Start team, helping communication and working structures to develop between the two organisations. As PEEP's reach to families within the Sure Start area is extensive, we are able systematically to bring new Sure Start opportunities and events to the attention of families.

Working with Sure Start, we are able to benefit from shared training opportunities, and general sharing of expertise. For instance, the Sure Start Special Needs staff have designed and delivered training specifically tailored to the PEEP team's needs. PEEP staff have worked closely with Sure Start on the design of their database. Monthly returns of PEEP contacts with families to Sure Start have made considerable administrative demands on PEEP staff. The team looks forward to reports from the Sure Start database, which will offer PEEP more detailed information about the profile of the community and the patterns of uptake of various Sure Start services. We continue to explore ways in which we can develop together and have recently established a PEEP/Sure Start Liaison Group.

4. HUMAN RESOURCES

The number of PEEP staff on roll in March 2001 was 49, including 13 PEEP nursery support staff (3 teachers and 10 assistants) working in the schools. Most of PEEP staff are part-time, and this represents an approximate total of 20 FTE.

During the year 7 new staff were appointed, 4 of them to the following new posts:

- Human Resources Co-ordinator
- National Development Officer
- Link Visits Co-ordinator
- Assistant to Peers PEEP Director

The following areas of work were covered during the year:

- Human resources policies, including 'Working for PEEP: an employee guide'
- Job evaluation for all posts, including pay scales
- Staff on open-ended contracts
- Variations in hours and responsibilities, including 8 internal promotions
- Re-assessment of administration support needs
- Work on Equal Opportunities Action Plan
- Regular Health and Safety meetings

5. RESEARCH

The PEEP Research Consortium continues to meet monthly with Professor Kathy Sylva as Chairperson. The purpose of this group is to bring together all the researchers engaged in evaluating PEEP, in a variety of ways and for a variety of reasons. In addition to the two main studies, there are formative studies commissioned by PEEP in order to improve practice, and from time to time there are applications from postgraduate students for access to some part of PEEP and to families. These studies are regulated by the Research Consortium, which reports to the PEEP Trustees. The Foundation PEEP study and the Birth to School study continue (both DfEE-funded), with a DfEE Steering Group now in place, chaired by Professor Iram Siraj-Blatchford. This Steering Group meets approximately three times a year.

The first findings of DPhil researcher Maria Evangelou, who has been studying PEEP for Threes (part of the Foundation PEEP study) under Professor Kathy Sylva's direction, are reported at the PEEP Conference 'New practice, new evidence – new policy?', in July 2001. Her report, showing significant positive results, will be published as soon as possible (following normal processes at Oxford University and the DfEE). In addition the findings will be available as part of the Conference Report which will be available from September 2001.
A formative evaluation study of PEEP Link was also set up this year, which will report during the course of 2002. Further information about PEEP evaluation can be found on the PEEP website at www.peep.org.uk

6. DISSEMINATION AND REPLICATION

Dissemination is the process whereby information about PEEP is made available to other people and organisations in the UK and abroad. Targets for PEEP dissemination are mainly other existing service providers, especially mainstream providers with their own quality control and funding such as Sure Start programmes, and education and health departments, rather than individuals. The expectation is that in many cases - in varying ways and to variable extents – this dissemination will lead to the use of PEEP information, ideas, publications and training to support and extend existing services to families, or to generate new ones, within other existing organisations. There is no anticipated limit on the development of this dissemination, nor any undertaking that whatever activities emerge from use of PEEP materials in other organisations will necessarily generate the same outcomes as Peers PEEP or other registered PEEP projects.

Replication is very different, being the setting up of other registered PEEP projects, possibly within Sure Start programmes. Registration entitles the new project to:

- Reduced rates for publications
- Individual consultancy and training by arrangement
- Staff-to-staff support from Peers PEEP by arrangement

It relies on three elements for quality control:

i) Adherence to PEEP's quality framework, with annual monitoring
ii) PEEP HE Certificate training for key workers
iii) Moderated evaluation

It is our intention shortly to post a 'double' list on the website, a) of PEEP projects (currently numbering two: Peers PEEP and Birkenhead PEEP) and b) of associated (as distinct from registered) projects, using PEEP materials. We hope shortly to identify one or two new areas with which to work on a replication basis.

6.1 Dissemination

There are four main purposes for PEEP's dissemination:

i) To raise awareness of the need for more work in relation to supporting child development at home from birth
ii) To make PEEP publications and training available to other projects and programmes in order to support their work
iii) To make sufficient information about PEEP available so that choices can be made by other providers about working in association with PEEP or - more fundamentally - replicating PEEP in other areas
iv) To generate an income stream that underpins the ongoing work of PEEP

Dissemination has been developing in a range of ways, including conference presentations and papers, reports, Visitors' Days, the development of

publications and training, and management of these products and services by a non profit-making commercial arm.

PEEP Learning Ltd is now a Registered Company (limited by guarantee); business set-up and planning has been a major part of the work this year. A range of publications and training was available from 1 January 2001. Publications include the *Learning Together* series: all the material in each of PEEP's five levels, including tapes of songs and rhymes with accompanying songbooks. A two-day training course to accompany the publications has been developed and piloted, entitled 'Getting Started with PEEP'. A new PEEP publication to accompany the training, 'Making the Most of PEEP', was piloted with the training. This is a kind of handbook for dissemination (as distinct from the more detailed PEEP Handbook which is for use by PEEP projects). Although the Handbook itself is invaluable for running PEEP projects, this new book is likely to be useful to PEEP projects too and also to have a very much wider use, as it contains all of the programme in reference form as well as chapters on how PEEP works.

The Home Office has made a two-year grant to PEEP to fund a National Development Officer whose role focuses on dissemination and replication. Sure Start programmes, EAZ areas, Bookstart projects and many others have shown interest in using PEEP to augment their work; and Foundation PEEP (for 3s and 4s) has been developed to offer support in a range of pre-schools and schools, as well as in PEEP groups and at home. An additional Home Office grant was made in March to enable PEEP to make and show video footage of the project for training and dissemination purposes.

The PEEP website was designed and developed during this period, going live in February. Found at www.peep.org.uk, it is structured in three parts: for parents, providers, and academics. The PEEP Learning Ltd pages contain information about products, training and forthcoming events, and include order forms. For people wanting to know more about the programme itself, the five sections currently in use (for 0s, 1s, 2s, 3s and 4s) can be accessed, and are changed on a regular basis.

There is a steady demand for Visitors' Days, and all dates up to the end of the year are fully booked. In this period we have received visitors in varying numbers from the following places: in the UK, from Birkenhead, Blackpool, Bristol, Caddington, Derby, Gwent, Liverpool, North Lanarkshire, Pembury, Roehampton, Slough; and also from Denmark, Macedonia, Russia, South Africa, South Australia.

A great deal of work was done during the year to prepare for the national conference at Church House, Westminster, in July. The Conference title is 'New Practice, new evidence – new policy?' This was the first time that we had embarked on an undertaking of this sort, and we learned a great deal about what

it takes. We were grateful for the help and advice we received from individuals and other organisations.

In this period formal visits to PEEP, and conference presentations, were as follows:

- April: House of Commons Education Select Committee visit to PEEP
- June: Bookstart Conference, Ely
- September: European Early Childhood Education and Research conference, London
- November: 'Early Years: Building the Foundations of Literacy' National Literacy Trust conference, Church House, London
- November: 'The Brain and Early Learning' conference at the Royal Institution, London

6.2 Replication

The purpose of replication (as distinct from dissemination, described above) is two-fold:

- to ascertain whether PEEP can be appropriately and effectively run in areas other than the one in which it was developed, with local staff
- to learn as much as possible about what this takes and what the challenging issues are, so that in the (as yet unknown) event both of positive evidence from the Birth to School study in 2005 and of continued government funding for early support to families, PEEP can be effectively rolled out as needed

Replication is being tested by Sure Start Birkenhead, who have agreed to act as the pilot. PEEP is an element in the Sure Start Birkenhead Development Plan which has been accepted by the Sure Start Unit. PEEP training began in Birkenhead in February, the introductory work with children and families beginning in May 2001 in preparation for the programme to begin in the autumn. As an element of quality control, a new 'PEEP Leader' Higher Education Certificate is being developed with the Westminster Institute at Oxford Brookes University. The Certificate is partly accredited by Open Award, and its wider relevance to childcare and LSA training and its use of IT in 'distance learning' are likely to make it of wider interest.

Another major element of quality control in replication is the development of a Quality Framework by all PEEP staff, as follows:

i) Explicit aims and objectives, shared with all concerned as the basis of work
ii) A focus on valuing diversity and on unconditional acceptance and self-esteem
iii) Flexible delivery of a developmentally and culturally appropriate programme
iv) Universal, voluntary and free access for families in PEEP areas

v) A collaborative community programme working in partnership with parents and service providers
vi) A reflective learning organisation – children, parents/carers and staff – based on building positive learning dispositions, with self-evaluation strategies
vii) High-quality staff managed on 'Investors in People' principles, aiming for diversity and local community recruitment
viii) High-quality resources for families and for staff
ix) Systematic monitoring and information management underpinning development
x) Effectiveness, efficiency, value for money

7. TRAINING

7.1 PEEP as a training organisation

There is a sense in which the whole PEEP programme is training. Parents and carers attend groups regularly, and can gain accreditation for doing the PEEP 'course' thoroughly. But as training can imply a didactic approach rather than a collaborative one, it was thought better to avoid this perception. Nonetheless, it is a valid viewpoint, underlying the other areas of training that are developed both to support Peers PEEP delivery and management and to underpin replication and dissemination. Developing and running these areas has proved a complex task for which we needed a structure, as displayed in the training circle below:

Delivery Training Group
Level Co-ordinators, Leaders, Assistants, Home Visitors, Nursery Support Teachers, Nursery Assistants, Pre-school supervisors
Centre Training Group
Induction (all), Centre staff training, IT training, Training records, IIP, External training opportunities, Management development
Training Steering Group
Dissemination Training Group
Visitors' Days, 'Getting Started', HE Certificate, Consultancy, Local PEEP Training, OCN accreditation, One-off training

The circle shows three training categories: for delivery training, for Centre training and for national training. These are covered below.

In addition PEEP runs whole staff training, which this year has included:

- Developing PEEP Phase Two — May 2000
- Quality of Life, Quality of Work — July 2000
- New PEEP Publications — September 2000
- Listening Skills — January 2001

7.2 Delivery Staff Training

In September 2000, a separate training group was established to plan for the training needs of programme delivery staff. This includes: PEEP Leaders working in groups, PEEP Leaders doing Link visits, Group Assistants, PEEP Nursery Support Teachers and assistants, Level Co-ordinators and, occasionally, other local providers.

Delivery staff training begins with induction and attendance at the nine-week PEEP training course, which takes place in the evening and aims to give PEEP staff and interested PEEP parents a good introduction to the underpinning ideas and philosophy behind the programme and its delivery.

Individual supervision and level meetings are used to gather up training needs which arise. In addition, training needs arise from new developments in the project. A varied programme of in-service training has been provided, using the three-weekly cycle of Friday morning training sessions for staff.

Naturally there has been a major focus this year on introducing and using the new publications, followed in swift succession by training for PEEP Leaders' new role as Link visitors in the home. We also ran a successful session introducing the publications and our plans for Foundation PEEP to local pre-school supervisors. Other sessions for delivery staff included one on Play Patterns and a lively morning sharing good practice in relation to songs and rhymes. External trainers offered a voice workshop, and there was a very useful session on post-natal depression. External training and development opportunities are also offered to delivery staff.

Meanwhile, the Training Library has gradually been built up, focusing on early education and other relevant fields. We are looking forward to a more accessible home for it in the new portacabins, and to expanding it further.

7.3 Centre Training

The Centre Training Group has worked on improving systems for training administration and obtaining feedback, and has designed a training needs analysis checklist. Members of the Group have also started offering one-to-one computer training to build up the skills of Centre staff. PEEP is working towards obtaining Investor in People status.

In March 2000 an in-house management development programme started for ten PEEP staff with management responsibilities. It consists of nine half-day

sessions spread over the next ten months, looking at a range of topics from supervision to time management and coaching skills.

7.4 National Training
Under the national training heading is included:

i) *'Getting Started' training*

This two-day course has been developed for people who a) do not have PEEP in their area, and b) know they would like to use PEEP materials in their work. The sessions are as follows:

- Introduction to PEEP publications and delivery
- Quality framework and child development (Sure Start) objectives
- Resources and story-telling
- Doing PEEP: homes, groups and settings
- PEEP training and staff development
- Collaboration and planning for *Learning Together*
- PEEPing for fun

This course is scheduled to run in the Peers PEEP location once or twice a term, and possibly also in other parts of the UK.

ii) *The PEEP HE Certificate*

PEEP is developing a PEEP Higher Education Certificate in conjunction with the Westminster Institute at Oxford Brookes University. Currently it is being developed primarily for PEEP Leaders both in Peers PEEP and in replicating projects. However, it could ultimately have a much wider application, training a wide range of providers in the field of early childhood education and care, particularly in Sure Start programmes.

Seven modules are offered in the certificate. Four are taught by PEEP:

- Introduction to PEEP
- Making the most of PEEP
- PEEP Leader development (including family case study and long assignment)
- Learning at home from birth

The remaining three are accessed at the nearest appropriate higher education institution:

- Child development
- Observation
- Family, culture and context

Students completing all seven modules will gain 120 CATS points, equivalent to one third of a degree. At the Westminster Institute of Oxford Brookes University, these points give access to the remainder of the Early Childhood Studies degree

or indeed other degrees. Peers PEEP Leaders will start these modules at the Institute in September 2001.

The method of study is by 'Open Award' where students put together a portfolio of evidence which may include both prior and new learning. Each will have a personal tutor whose role will be pivotal to enabling them to complete their portfolio of evidence.

This PEEP Higher Education Certificate with its new accreditation structure is being developed for two reasons. Firstly, the aim is to ensure the quality of all registered PEEP programmes, in which core workers will hold the Certificate or be working towards it. Secondly, it addresses an important entitlement issue for many parents and carers, and will make a contribution to the acute need for ways of recruiting to the early childhood education and care workforce. It provides a route into Higher Education for many of the most potentially able educators in the community: parents and carers who have a rich background of understanding, skills, knowledge and experience of very young children, but none of those certificates which constitute the usual formal requirements for entry into Higher Education. This will be another way of making the most of PEEP, building community capacity in an area of need.

iii) *Local (evening) PEEP training*

This termly course runs for all new PEEP staff and for interested parents. Many do it purely out of interest, in order to understand more about the programme in which they are so involved. Some do it with the intention ultimately of working for PEEP. For parents it is often a very significant learning experience, perhaps because the content is so very relevant to what is most important to them – their children and families.

The course runs for nine sessions:

- Study skills
- The PEEP programme (background, theory and structure)
- Families
- Equal opportunities
- Child development and self-esteem
- Early literacy and numeracy
- Play and learning
- PEEP delivery
- PEEP philosophy and values

It seems likely that a further range of training courses may be developed as dissemination and replication get under way, and needs emerge.

8. FINANCE

Peers Early Education Partnership
Income and Expenditure Statement
for the period 1 April 2000 to 31 March 2001

Heading	2000/01	1999/00
	£	£
Income		
Esmee Fairbairn Foundation	300,000	400,000
Hamilton Trust		50,000
Gatsby		15,000
NIACE	18,010	44,272
SRB (Challenge Fund)		15,800
Tudor Trust		35,000
Sure Start - Rose Hill / Littlemore	134,700	23,500
Lloyds TSB Foundation	105,000	
Hamilton Oxford Schools Partnership (EAZ)	35,000	
Garfield Weston Foundation	50,000	
Home Office	55,112	
Other Income	12,826	6,310
Sub Total Income	**710,648**	**589,882**
Expenditure		
Total Staffing	380,962	306,218
Programme Development		1,695
Publications Development	146,924	
Other Activities		5,646
Group Resources	9,882	4,319
Staff Recruitment		2,450
Staff Development	7,285	10,444
Meetings	562	361
Centre Running Costs	49,628	32,200
Information Management	9,542	6,778
Building Work		10,070
PEEP Learning Ltd	71,140	
Miscellaneous		1,750
Sure Start Development Costs		2,036
Learning Bridge project	5,601	36,250
Sub Total Expenditure	**681,526**	**420,217**
Grand Total of Income over Expenditure	**29,122**	**169,665**

NB Subject to audit – a full copy of the audited accounts will be available shortly

Notes

1. The following funding was allocated for specific purposes:
   - i) NIACE (£18,010) for adult learning development
   - ii) Rose Hill-Littlemore Sure Start (£134,700) for PEEP 'Development and Delivery' (Link)
   - iii) Lloyds TSB Foundation (£105,000) for publications development and first print run
   - iv) Hamilton Oxford Schools Partnership (£35,000) contribution to PEEP for Fours staffing
   - v) Home Office (£55,112) for national development

2. PEEP Learning Ltd expenditure of £71,140 was a grant from PEEP to PEEP Learning Ltd towards its setting-up costs including those for premises.

9. LOOKING AHEAD

The purpose of the first phase of PEEP (1995–2000) was to develop and pilot a new way of working with parents and carers of children from birth to school, in order to raise educational attainment, especially literacy. This second phase of PEEP (2000– 005) aims to continue the process of developing and researching this new way of raising literacy levels in the long term. In addition there are the added dimensions of working with Sure Start, ensuring the completion of the Birth to School research study, disseminating widely, testing replication of PEEP in other areas, and planning for possible longer-term project development (Phase Three).

Whilst much has been achieved, the fundamental long-term benefits of a whole community intervention such as PEEP will take a long time to emerge. A third 'generation' phase of PEEP is beginning to formulate, including a permanent PEEP Centre with, at its heart, Peers PEEP still thriving and developing in the area where many of these babies will themselves become parents. The PEEP Trustees and Strategy Group discussed the rationale for this continued development in May 2000, and have continued their discussions with the support of the Advisory Group and others. PEEP is now developing into a national training organisation, supporting parents and young children's development in disadvantaged areas, generated by a thriving local project at its heart.

In relation to new research outcomes, results from the EPPE Project confirm the importance of the home in contributing to children's later success. Evidence is emerging from a wide range of sources that supports the validity and timeliness of PEEP's work. The intention of the PEEP Trustees to build on PEEP's development so far is strong. This is mainly because the correlation between low educational attainment and poverty suggests the importance of developing early learning interventions in order to tackle the cycle of disadvantage. It is felt that to continue with this work in the medium and long term would be to benefit an ever-increasing number of children and families.

The PEEP Management Team:

Vicki Cullen
Anna Edwards
Michele Healey
Deidre Macfarlane
Rosie Roberts
Janet Sly

Summer 2001

Appendix 1: PEEP Trustees, Management Team, and Advisory Group 2000-2001

PEEP TRUSTEES

Sir Colin McColl: *Retired senior civil servant*
Michael O'Regan: *Businessman and school governor*
Rosemary Peacocke: *Formerly HM Staff Inspector for the Early Years*
Ken Brooks: *Lawyer*
Bernard Clarke: *Secondary school headteacher*
Chris Dark: *Peers Upper School headteacher*

MANAGEMENT TEAM

Rosemary Roberts MA OBE: *National PEEP Director*
Dr Anna Edwards: *Peers PEEP Director*
Vicki Cullen: *Foundation PEEP Delivery Co-ordinator*
Michele Healey: *0s-2s Programme Delivery Co-ordinator*
Deidre Macfarlane: *Recruitment and Community Co-ordinator*
Alex Schnider: *National Development Officer*
Janet Sly: *Human Resources Co-ordinator*

In addition, PEEP has the benefit of regular advice from its Advisory Group which includes the following people:

Professor Ronald Arnold: *Formerly HM Staff Inspector for Teacher Training; Secretary to the Bullock Committee; consultant to the National Foundation for Educational Research*
Sir Christopher Ball: *Adviser to The Esmée Fairbairn Foundation*

Professor Greg Brooks: *University of Sheffield*

Julie Fisher: *Schools Adviser (Early Years Specialist), Oxfordshire LEA*

Professor Philip Gammage: *Professor of Early Childhood Research, de Lissa Institute of Early Childhood and Family Studies, University of South Australia*

Jill Head: *Primary Inspector*

Jim Hewitt: *Blackbird Leys Community Worker*

Professor John Howson: *Education Consultant*

Penelope Hughes-Hallett: *Trustee, The Esmée Fairbairn Foundation*

Dr. Aidan Macfarlane: *Consultant in Public Health and Health Policy, Oxfordshire Health Authority; and Senior Clinical Lecturer in Paediatrics, Oxford University*

Neil McClelland: *Director, National Literacy Trust*

Professor Ruth Merttens: *Professor of Primary Maths at the University of St. John and St. Mark, Plymouth, director IMPACT Maths at the University of North London; Co-director of the Hamilton Maths and Reading Projects*

Dr Gillian Pugh OBE: *Chief Executive, Coram Family*

Teresa Smith: *Director, Department of Applied Social Studies and Social Research, Oxford University*

Professor Kathy Sylva: *Oxford University Department of Educational Studies*

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Peers Early Education Partnership (PEEP)

This paper briefly describes PEEP's background and rationale; its current operations; its quality framework and intended learning outcomes; its progress so far; and its vision of future government policy for family learning from birth.

1. Background and rationale

Peers Early Education Partnership (PEEP) was set up in 1995. It is an early learning intervention which aims to improve the life chances of children in disadvantaged areas. Its purpose is to raise educational attainment, especially literacy, by supporting parents and carers in their role as first educators, giving their children a flying start at school.

Research studies have shown that 'early childhood programmes are more likely to succeed where there is effective parental involvement ..... the idea of parent-professional partnership based on mutual respect and a shared purpose' (Ball, 1994). PEEP has built on these findings to develop a unique five-year programme of support for parents and carers for the period from a child's birth to school entry - an affordable, transferable model designed to support all families with young children in disadvantaged communities, complementing pre-school and school provision. Associated benefits relate to social inclusion and to parents' own confidence, basic skills and life-long learning.

2. Current operations

The project is currently located in a peripheral estate of Oxford (Blackbird Leys and surrounding areas, with 2000 children under five years). From birth to school it offers materials, group sessions (currently over 30 in the area each week) and home visits to parents and carers. The focus is on listening, talking, playing and singing together, and sharing books every day, aiming to lay solid foundations for later learning, especially literacy.

Parents are offered the Open College Network award which helps them to make the most of PEEP and builds confidence to access other courses and to plan for returning to work, especially as their children enter school. 277 OCN certificates have been awarded to PEEP parents and carers since the system started in 1997. PEEP Learning Bridge is a satellite project in Community Education which develops courses and ensures that parents are offered appropriate information and support when they need it. A Higher Education 'PEEP Leader Certificate' is currently being developed with the Westminster Institute at Oxford Brookes University. This will represent a route into Higher

Education for a range of people including local parents and carers with an interest in training to work with the youngest children in care and education.

PEEP works *with* adults, *about* children's learning. New publications from PEEP – packs for Learning Together with Babies, Ones, Twos, Threes and Fours - will be available in January 2001, together with accompanying training for people working to support families with babies and young children. The project was involved in helping to set up one of the government's new Sure Start programmes, Rose Hill-Littlemore Sure Start, and now works within it, concentrating currently on developing strategies for reaching and working with the most vulnerable families.

3. Quality framework

i) Explicit aims and objectives, shared with all concerned as the basis of work
ii) A focus on valuing diversity and on unconditional acceptance and self-esteem
iii) Flexible delivery of a developmentally and culturally appropriate programme
iv) Universal, voluntary and free access for families in PEEP areas
v) A collaborative community programme working in partnership with parents and service providers
vi) A reflective learning organisation – children, parents/carers and staff – based on building positive learning dispositions, with self-evaluation strategies
vii) High-quality staff managed on 'Investors in People' principles, aiming for diversity and local community recruitment
viii) High-quality resources for families and for staff
ix) Systematic monitoring and information management underpinning development
x) Effectiveness, efficiency, value for money

4. Intended learning outcomes

In relation to long-term outcomes, the focus is on developing the following characteristics, dispositions and abilities of children well before they begin Key Stage 1:

i) feeling good about themselves
ii) listening carefully
iii) talking about their thoughts and feelings
iv) knowing many stories, songs and rhymes
v) having a good vocabulary
vi) recognising their own written name
vii) recognising numbers and letters, and knowing both letter names and letter sounds
viii) knowing about the different reasons for reading and for writing
ix) wanting to learn how to read and write

It is these characteristics, dispositions and abilities that are associated with long-term gains in educational achievement, especially in literacy.

5. Progress

The Home Office has recently made a two-year grant to fund a PEEP National Development Officer whose role focuses on dissemination and replication. Sure Start programmes, Bookstart projects and others may wish to consider using PEEP to augment their work, and Foundation PEEP (for 3s and 4s) has been developed to offer support in a range of pre-school settings as well as in PEEP groups and at home.

Does PEEP make a difference? There is a growing body of anecdotal qualitative evidence showing that it positively impacts both on babies' and young children's development, and on their parents' and carers' role as first educators. The story of PEEP's first five years with a chapter containing samples of this evidence - called 'PEEP Voices' - is now available. The PEEP Research Consortium, chaired by Professor Kathy Sylva, co-ordinates all studies of PEEP. In order to ensure an objective account of the programme and quantitative evidence of outcomes, two studies have been set up. A 'Birth to School' study, developed at The National Foundation for Educational Research (NFER), began in 1998 and will report finally in 2005. Another study, of PEEP for Threes and Fours (Foundation PEEP), developed in the Oxford University Department for Educational Studies and directed by Professor Kathy Sylva, will report its early findings shortly. Both are comparative studies funded by the DfEE.

The purpose of the first phase of PEEP (1995 – 2000) was to develop and pilot a new way of working with parents and carers of children from birth to school, to raise educational attainment, especially literacy. This second phase of PEEP (2000 – 2005) builds on the first phase, aiming to making the most of PEEP so far and continuing the process of developing and researching this new way of raising literacy levels in the long term, with the added dimension of working with Sure Start. As well as disseminating widely, it also aims to test replication of PEEP in another Sure Start area.

6. Vision of future government policy for family learning from birth

Whether PEEP continues into a third phase in 2005 and beyond will depend initially on funding. The project now needs core funding for 2003 onwards, in order to continue developing the programme in its original area. This process of development generates the training and support programmes for children and families in other areas. Continuation into a third phase will also depend on the success of dissemination and replication from now on, on research outcomes, and on government policy decisions. The House of Commons Select Committee Report on Early Years begins by including 1s-3s in its remit, and makes important recommendations which recognise the crucial role that parents play in their children's learning. In the recent Green Paper 'Schools: building on success', PEEP is given as an example of the kind of work on which the government intends to build, using recent research which highlights 'the very strong link between the shared reading and literacy activities of parent and child and later attainment'.

PEEP's vision is of a new government policy for family learning which capitalises on the relationship - evident in PEEP's work - between the areas of

learning, mental health and neighbourhood renewal. A new 'building block' is needed at the very start of an education system that would begin at birth instead of at three years. This building block would support parents and carers of children from birth to three years, supporting the existing Foundation Stage for 3s – 6s, the context for the other half of PEEP's work with parents and carers.

An extended Foundation Stage from birth to six years would open up the possibility of bringing together children's positive emotional and social development and their learning dispositions – their mental health; parents' and carers' skills and confidence, and active neighbourhood support networks. It could acknowledge a crucially important interdependence: that of stronger families and communities, and children's health and their ability to learn. A new 'building block' for 0s – 3s could offer vital support to parents and carers - at home, and in education and care settings. The process would enrich the lives of young children and families, while at the same time laying firm foundations, in the all-important years from birth, for life-long learning, mental health and citizenship.

References

Ball, C. (1994) *Start Right: The Importance of Early Learning* London, RSA p.121

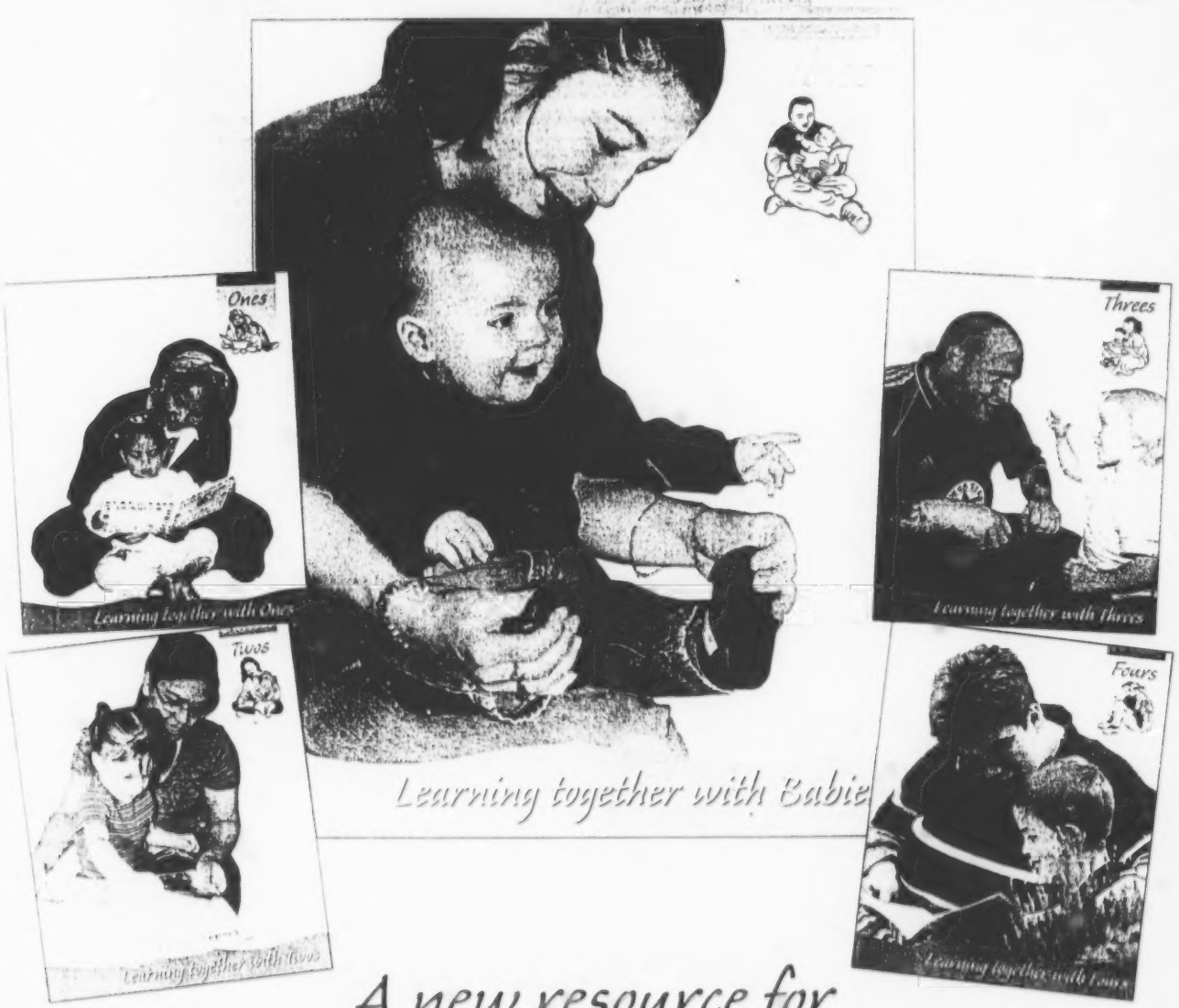
(2001) *House of Commons Select Committee Report on Early Years* The Stationery Office, London

DfEE (2001) "Schools: building on success" The Stationery Office, London

The PEEP programme ... helping to provide a good start in life

Government Green paper 'Schools: Building on Success'

Appendix 3:
PEEP Publications and Training



A new resource for

early childhood education and care

learning together at home

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eep

helping parents to give their children a flying start

"My child loves the PEEP songs – he has to have them to go to sleep"

Parent

'Learning Together' is a unique series for parents and carers about their children's learning from birth to school. Developed by PEEP with parents, carers and child-minders for use at home, it is an ideal resource for Sure Start programmes, for the Foundation Stage in schools and for other providers in early years services working with parents and carers. Its informal style makes it accessible to all.

'Learning Together' recognises that all parents want the best for their children, and that children learn most at home in early years from birth. The focus is on very early communication skills – the foundations of later literacy – and children's social and emotional development. 'Learning Together' supports parents' confidence, children's self-esteem and educational attainment, and life-long learning.

Welcome to PEEP
Welcome to PEEP
PEEP is for all families with children from birth to school age. It supports parents and carers to give their children a flying start in their learning

▲ *Learning Together* Welcome pack: Welcome card with words to the songs on the welcome tape.

Babies
Cuddles
Home-made boo
Cuddling and holding babies close, singing and patting them rhythmically reassures them and makes them feel safe
The very first language
Look what I can do
18

▲ *Learning Together* binders and contents

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peep

A new resource for early childhood education and ca

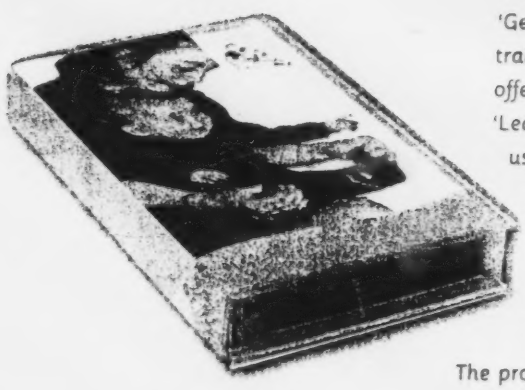
"A wonderful resource for parents to have at home, this is a real help – just what I've always wanted"

Sure Start worker

▲ *Learning Together* Song Books and tapes

'Learning Together' offers essential information and key ideas about supporting children's learning during those crucial five formative years from birth to school. Talking, listening, playing, singing and sharing books together are the things that really make a difference, for all children. There is a new folder for each year – for Babies, Ones, Twos, Threes and Fours – designed to begin around the child's birthday, with an accompanying audio version on CD. For every level there are PEEP song books and tapes.

To help parents and carers make the most of 'Learning Together', workers can offer home visits, run groups and offer support in pre-school settings and nurseries. 'Making the Most of PEEP' (the book) and 'Getting Started' (the accompanying training) are designed for providers, offering information and ideas about 'Learning Together' and ways of using the series. The videos of 'Learning Together with Babies' and 'Learning Together with Threes' can be an important starting point for many families, with the other levels to come.



▲ *Learning Together* Videos

The programme is about making the most of everyday life with babies and young children, and having fun. It builds on what parents already do, recognising babies' and young children's extraordinary capacity to learn.

"This has really given me confidence"

Parent

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... helping parents to give their children a flying start

"PEEP has worked for me – definitely"

Parent

Supporting publications, training and visiting for providers

Making the most of PEEP

This handbook is for practitioners – especially in Sure Start programmes (Early PEEP for 0s – 2s) and in the National Curriculum Foundation Stage (Foundation PEEP for 3s – 4s) who are using the 'Learning Together' series with families. It is relevant across all agencies, offering support to workers in health, education, social services and the voluntary sector. Designed to underpin using the series but not as a substitute, it includes session plans and the complete text of the series for reference. There are ideas and information on ways of working in homes, groups and settings; and on resources, information management, collaboration, evaluation, staffing and training.

PEEP Voices

This book is a medley of memories – the story of how PEEP started. It is told by many of the people most closely involved: parents and carers, staff and others who were directly involved in helping to set up and develop it. Does PEEP make a difference? What were the problems? Should there be more support for families from birth to school? How can this kind of work begin to address the results of isolation, disadvantage and social exclusion? 'PEEP Voices' provides evidence and reflection about these questions. The emerging issues will be relevant to policy makers, funders, project managers and advisers, trainers, community workers, volunteers and many others. It provides an insight into the opportunities and challenges inherent in working to support families with young children from birth to school.

Coming shortly

'Learning Together' videos. Foundation PEEP Resource Packs (with literacy and numeracy songs, rhymes and activities). Training

TRAINING **Getting Started with PEEP**

This two-day course is strongly recommended for people wanting to get started with the 'Learning Together' series to support their work. Drawing on the content of 'Making the Most of PEEP' (see opposite), sessions cover: 'Learning Together' content and delivery; Quality Framework; PEEP in Sure Start and the Foundation Stage; training, collaboration and staff development; resources, singing and story-telling. The course includes time for planning, and opportunities for participants to share ideas and issues relating to getting started with 'Learning Together'.

Visitors' days

PEEP Visitors' Days are offered for people who have heard a little of PEEP, who may be considering using the 'Learning Together' series and who would like to know more. They provide an overview of the project, covering why and how it has developed, what it is about and how it works, its Quality Framework and its value in Sure Start programmes. Group visits are offered where possible, and visitors select two workshops from the following: Early PEEP (0s–2s), Foundation PEEP (3s and transition), Resources, Training, Recruitment and Community Collaboration, Research, and PEEP in Sure Start. Lunch is included.

For details of publications and training or further information please contact PEEP Information Office, The PEEP Centre, Peep School, Sandy Lane West, Littlemore, Oxford OX4 6JY

Phone 01865 [illegible] info@peep.org.uk www.peep.org.uk

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